Building a Culture of Writing
Disciplinary Literacy K-5

Presented by
Tameka Thomas Ed.S. & Melanie Lockett Ed.S.
Universal Design for Learning Principles

Planning for the learning needs of all students

DeeDee Bunn
Program Specialist, Georgia Project for Assistive Technology
Special Education Services and Supports
What is UDL?

Universal Design for Learning is defined in the Higher Education Opportunity Act of 2008 as:
... a scientifically valid framework for guiding educational practice that:

A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.
UDL Principles

• Multiple Means of Engagement

• Multiple Means of Representation

• Multiple Means of Action and Expression
For additional information

Each “Building a Culture of Writing” session is recorded and posted on the Georgia Standards.org website

https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-Collaborative-Conversations-on-Building-a-Culture-of-Writing.aspx

In each recorded session, short videos on Universal Design for Learning (UDL) and Assistive Technology (AT) can be found under the heading:

Instructional Principles for Diverse Learners
Session Presenters

Tameka Thomas, Ed.S.
K-12 ELA Coordinator
Griffin-Spalding County School System

Melanie Lockett, Ed.S.
Academic Coach
Orrs Elementary School
Griffin-Spalding County School System
Close Reading
True/False

A strategy
Applicable to all text
Should be done every day
The same thing as cloze reading

#CultureofWriting
@GaDOEELA
Or
Use the chat feature

FALSE
FALSE
FALSE
FALSE
Close Analytic Reading

• Requires prompting students with questions to unpack unique complexity of any text so students learn to read complex text independently and proficiently.

• Not teacher "think aloud".

• Students are encouraged to read and reread deliberately.

• Text dependent questions require text-based answers – evidence.

• Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.
Complex Text

Texts are sometimes above the independent reading level of most students. That’s o.k.
Shadows on the wall  
Noises down the hall  
Life doesn't frighten me at all  

Bad dogs barking loud  
Big ghosts in a cloud  
Life doesn't frighten me at all  
Mean old Mother Goose  
Lions on the loose  
They don't frighten me at all  

Dragons breathing flame  
On my counterpane  
That doesn't frighten me at all.  
I go boo  
Make them shoo  
I make fun  
Way they run  
I won't cry  
So they fly  
I just smile  
They go wild  

Panthers in the park  
Strangers in the dark  
No, they don't frighten me at all.  

That new classroom where  
Boys all pull my hair  
(Kissy little girls  
With their hair in curls)  
They don't frighten me at all.  

Don't show me frogs and snakes  
And listen for my scream,  
If I'm afraid at all  
It's only in my dreams.  

I've got a magic charm  
That I keep up my sleeve  
I can walk the ocean floor  
And never have to breathe.  

Life doesn't frighten me at all  
Not at all  
Not at all.  

Life doesn't frighten me at all.  

Life doesn't frighten me at all.  

Life doesn't frighten me at all.
Limited Frontloading
A purpose for reading is set but a lengthy conversation about the meaning of the text or what students should expect to find in the text in advance of the reading is not present.
Today you will be reading a poem about:

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This poem is by one of my favorite authors who

Let's go over the words that you may not know

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Let's go over the words that you may not know
Ask themselves some basic questions as they read
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Time to Chat or Tweet!

CultureofWriting
@GaDOEELA
Or
Use the chat feature
Annotating

Students are regularly observed underlining, circling, and writing notes in the margins. Sometimes students write on bookmarks or sticky notes, and other times students write directly on the text.
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Answering text dependent questions

• Teachers should ask, and students should answer, questions that require evidence from the text in their responses.
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Re-Rereading

- Repeated reading of the text in which each successive reading comes with a purpose or a question that influences the reading, is another feature of close reading.
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CLOSE READING NON-FICTION TEXT
Time to Chat or Tweet!

What is Nonfiction?

CultureofWriting
@GaDOEELA

Or

Use the chat feature
What does it mean when a book is non-fiction?

It is not real.
What does it mean when a book is non-fiction?

Non-fiction is a real story that gives you information.
it is Facts

it is REAL

it is Nonfiction
3 words that describe non-fiction

Real 1.

History 2.

Always true 3.

Illustration

History MLKJR.

Nonfiction Book

Wars
Thurgood Marshall
What is nonfiction?

It is real.

Someone going to school is nonfiction.

School
Nonfiction is...

- Real: 57%
- Truth: 35%
- Not Real: 3%
- Don't Know: 5%
Truth

Information

Facts

True information
What is Nonfiction?

Robert Probst and Kylene Beers suggest that

“Nonfiction is that body of work in which the author purports to tell us about the real world, a real experience, a real person, an idea, or a belief.”
Why We Need to Read Nonfiction So Critically

Fiction invites us into the author’s world.

Nonfiction on the other hand intrudes into our world.
Pluto got its walking papers today.

Throw away the placemats. Grab a magic marker for the classroom charts. Take a pair of scissors to the solar system mobile.

After years of wrangling and a week of bitter debate, astronomers voted on a sweeping reclassification of the solar system. In what many of them described as a triumph of science over sentiment, Pluto was demoted to the status of a “dwarf planet.”

Full article can be found at: http://www.nytimes.com/2006/08/24/science/space/25pluto.html?register=google
Nonfiction Questioning Stances

- What surprised you?
- What did the author think you already knew?
- What challenged your way of thinking or confirmed what you already knew?

Stances taken from: Reading Nonfiction

Notice and Note

Stances, Signpost and Strategies
What Surprised Me?

- I was shocked about...
- I was surprised when...
- I never thought...
- I could not believe...
- Really?
What did the author think I already knew?

- I did not know...
- The author thought I knew...
What challenged, changed or confirmed what I knew?

- At first I thought, but...
- I was right/wrong about...
**Pluto Is Demoted to ‘Dwarf Planet’**


**What surprised me**

Pluto got its walking papers today.

Throw away the placemats. Grab a magic marker for the classroom charts. Take a pair of scissors to the solar system mobile.

**The author thought I knew**

After years of wrangling and a week of bitter debate, astronomers voted on a sweeping reclassification of the solar system. In what many of them described as a triumph of science over sentiment, Pluto was demoted to the status of a “dwarf planet.”

**Challenged, changed or confirmed**

Full article can be found at:
Up All Night

Media devices are keeping kids awake, even when they’re not being used

By Kate Samuelson for TIME and TFK editor

Researchers analyzed hundreds of studies of children and teens aged 6-19. The scientists found a “strong and consistent association” between the use of technology at bedtime and poor sleeping.

The reason is not just that kids are staying up too late with their devices. Using a computer can over-stimulate the mind and emotions, the researchers say. A smartphone or tablet also emits a light that affects the body’s natural timing and alertness.

These factors contribute to poor quality sleep. And many kids could be at risk. According to the study, 72% of all children and 89% of adolescents have at least one device in their sleep environment. Most of these devices are used near bedtime.

Full article can be found at http://www.timeforkids.com/node/492021
Close Reading with Ms. Lockett
Challenges
Words that describe pictures. I was surprised because non-fiction story really don't have this.

**LOOKING AT RAINFORESTS**

Imagine a forest unchanged for 60 million years, where giant trees reach up to the sky, their leafy branches blocking out light to the forest floor below. Imagine a place where the temperature hardly changes from day to night, season to season, year to year. A place where rain clouds hang in the air and heavy downpours are common.

Why is a rainforest such a spectacle? Words like words that describe nature are common in non-fiction story. Just because a story is meant to educate does not mean it has to be dull. People have lived in rainforests for generations.

**DID YOU KNOW?**

- Rainforests are the wettest areas of land in the world. As much as 10 m (over 32 feet) of rain may fall during a single year in some places.

- Almost half of the world’s rainforests have been cut down in the last fifty years and the clearance continues. In 1989, rainforests were disappearing at a rate of 24 hectares (60 acres) every minute.
I was shocked about people living in rainforest because I did not know that.
What surprised me was that the temperature in the rainforest hardly changes. I didn't know that the temperature stayed the same. I always thought that it changed.
Inside the rainforest, as much as two-thirds of all land-based animals and plants can be found. Rainforests are not only home to large numbers of animals and plants. People have lived in rainforests for generations.

I did not know people live in the rain forest. Pg.4

What did the author think I already knew?

I did not know people live in the rainforest.
KINDERGARTEN - FIRST GRADE
Oh my goodness!
I did not know that!

I knew that!
Student Response 1

I did not know that was a frogfish.

Fish in till now day.

Student Response 2

I did not know that it had that flute.
“Perhaps we have a better opportunity at holding on to that skeptic’s eye if we remember we aren’t guest in the author’s world; he is a guest in ours.”

Kylene Beers
Do you want to go with me?

Dear Mrs. Thomas,
Please speak with Melanie about her behavior in class. She was very disruptive today.

Dear Mrs. Mean,
I’m sorry I didn’t do my homework last night, I didn’t understand it.

Did you do your homework last night? Can I copy it?

Please just say yes. I REALLY, REALLY, REALLY like you. Don’t you like me?
1960’s
1970’s

Jana Staton

The Middle: Reading and Writing With Adolescents
by Nancy Atwell
Types of Written Conversations

• **Writing Around The Room** - several text based quotes are placed around the room and students respond.

• **True Confessions** - Students tell the teacher what they thought of the lesson.

• **A Picture is Worth a Thousand Words** - Students are given a picture on the board to analyze. They then choose a word to describe it. Responses are exchanged and someone comments on your response asking a question.
Benefits of Using Written Conversations in the Classrooms

- Create engagement
- Teach students to back up their thinking with evidence
- Create a positive attitude about writing
- Create positive and individual relationships with students
Dialogue Journals

Partners thoroughly and thoughtfully respond in writing to the teacher’s question, and then respond to each other’s responses.

Students use dialogue journals for science articles, math problems and other curricular material.
Written Conversations with Ms. Dickson’s Third Grade Class
Written Conversation

RULES

- Your responses should be positive and meaningful.

- Your responses must be relevant and on topic.

- Your responses must ask a question or give constructive feedback.

- NO TALKING during written conversation!
<table>
<thead>
<tr>
<th>Trait</th>
<th>C</th>
<th>S</th>
<th>R</th>
<th>NA</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Has prepared for the discussion by reading, viewing, or researching</td>
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<tr>
<td>Joins fully in conversation with substantial and sustained entries</td>
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<tr>
<td>Responds directly to partners’ relevant comments or questions</td>
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<tr>
<td>Supports own views with evidence from the text/content/experience</td>
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<td>Digs below the surface of subject matter to develop new ideas and fresh interpretations</td>
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<td>Poses questions that advance the discussion</td>
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<td>Disagrees agreeably and specifically</td>
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<tr>
<td>Builds on other members’ ideas</td>
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<tr>
<td>Stays focused on topic and observes timing</td>
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<tr>
<td>Invites and acknowledges others’ contributions</td>
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<tr>
<td>Uses a respectful and inclusive tone</td>
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</tbody>
</table>

C = Consistently; S = Sometimes; R = Rarely; NA = Not applicable
“The ultimate goal for our teaching, is to help foster in children a self-extending system whereby children are independent readers whose reading and writing improve whenever they read and write.”

~Marie Clay~
Helpful Websites


- www.newsela.com
Questions
Let’s Continue The Conversation

Tameka Thomas
Email: tamekaathomas@gmail.com
Twitter: @tamekaathomas

Melanie Lockett
Email: mlockett87@gmail.com
@MsMLockett
Universal Design for Learning

DeeDee Bunn,
Program Specialist, Georgia Project for Assistive Technology
Special Education Services and Supports
Additional Professional Learning Opportunities

National Writing Project Summer Institute

Institute Dates & Times

March 3 — Application Deadline
April 27 (pre-ISI workshop) — 5:00-7:00 p.m.
April 29 (pre-ISI workshop) — 9:00 a.m.-2:00 p.m.
June 10 — 8:00 a.m.-3:00 p.m.
June 12-23 — 8:00 a.m.-3:00 p.m.

And once a month throughout the 2017-2018 school year

Kennesaw Mountain Writing Project (Kennesaw State University):
kmwp@kennesaw.edu
SSWC
Student Success in Writing Conference

THE DETAILS

WHAT IS IT?
An academic conference bringing together high school, 2-year and 4-year writing teachers and administrators dedicated to improving student success in writing.

WHEN AND WHERE IS IT?
April 7, 2017, at the International Trade and Convention Center in Savannah, Georgia.

THE COST
- Early bird registration (until March 10): $100
- Regular registration (after March 10): $115
- Part-time faculty & student registration: $55

ADDITIONAL INFO
- Conference website: www.georgiasouthern.edu/sswc
- Program Draft and Schedule: https://goo.gl/gSrFKV
- Email: sswc@georgiasouthern.edu

PROGRAM HIGHLIGHTS

Keynote Speaker
Christine Farris on "What We Do with Texts: Aligning Reading and Writing across the High School/College Divide"

Innovative Teaching Ideas
From "Taking Gamification Seriously" to "Teaching Rhetorical Analysis through Music," sessions throughout the day provide practical strategies for teaching writing in new ways.

High School/College Connections
Sessions such as "Dual Enrollment or Duel Enrollment" and "From the Horse’s Mouth: Preparing Students for the First Year of College" offer insights into helping student writers transition from high school to college.

Fresh Approaches to Feedback
Presentations such as "Remixing Responses: How Multimodal Feedback Encourages Reflection and Awareness" provide insights into how to offer feedback that makes a difference.
Thank you